

CREDENTIALING: 3 State Examples

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January 24, 2019

Summarizes:

https://cte.careertech.org/sites/default/files/files/resources/Credentials_of_Value_2016_0.pdf

Trends Across All

- Business & industry bought in early
- Credential review process involves a concerted, cross-institutional effort
- Credentials are differentiated based on rigor and industry demand (quality)
- Systems are designed to be adaptive

FLORIDA



- POLICY
- 2007 – Florida legislature passed the Career & Professional Education Act (CAPE) - reformed CTE
- Goal to ensure more students have access to high-quality credentials, charged State Board of Ed with process
 - Identify, endorse, and incentivize credentials aligned to workforce needs

FLORIDA



- Agency of Workforce Innovation defined “industry certification”
 - Ensure student skill proficiency and to address emerging labor-market and industry trends
 - Broad quality criteria
 - Ensures transparency for students and employers (consumer protection)

FLORIDA



- Standards
 - Awarded by an independent, third-party certifying entity using predetermined standards for knowledge skills and competencies
 - Be within an industry that addresses critical economic needs
 - Be linked to occupations included in their targeted occupation list
 - Be linked to an “emerging” occupation

FLORIDA



- Secondary level –
 - Starts with SWDB/ Career Source Florida
 - Eligible applicants (local workforce boards and public high school principals) submit recommended credentials
 - Credentials vetted to create the list
 - Existing credentials on the list carry over from previous year as long as they meet quality & relevance criteria

FLORIDA



- Submissions must include:
 - Letters of endorsement from local workforce board
 - A Florida-based state or regional business/trade association
 - An economic development organization
- Submissions reviewed by SWDB and preliminary list passed to FL DOE for more vetting

FLORIDA



- FL DOE has additional criteria to further narrow the list
 - Some are too easy to be of value, others have little or no classroom instruction
 - Some have unproctored online assessments
- Must be on the Career Source Florida recommended list
- Must be achievable by students in a secondary level program
- Require a minimum of 150 hours of instruction (or 1 full school year)
- Offered only through a proctored examination
- 2 tiers - Credit articulation agreements (for the credentials) exist to help high school students move to postsecondary education (up to 14 credits); articulation agreements of 15+ credits (incredibly rare)

KANSAS



- CTE programs structured to align with postsecondary pathways
 - Promoting credentials that are aligned to those offered in community and technical colleges
- DOE has no criteria to validate high-quality credentials aligned to career pathways
- Separate program, Excel in CTE, identifies and incentivizes credentials in high-demand occupations

KANSAS



- Excel in CTE enacted by the state legislature
 - set aside funding – rewards to schools
- Credentials on the qualifying credential incentive list must be aligned to occupations in highest need of additional skilled employees – DOL identified high-demand occupations
 - Works with Board of Regents and KDE to research & review credentials

KANSAS



- KS DOL criteria:
 - Occupations must have an industry credential;
 - Courses leading to that credential must be available to high school students;
 - Credential must be attainable within six months of graduation (or before);
 - Wages for the occupation must be at least 80% of the average wage in KS (unless stackable)

MISSOURI



- KS DOL criteria:
 - Education level for the occupation must require at least a high school diploma;
 - Occupations must be considered in-demand based on an evaluation of job vacancy, short-term job projections, long-term job projections and wage data

KANSAS



- Three tiers
 - Developed over concerns of lack of policies and procedures to control the quality of state-approved credentials
 - Differentiated criteria based on 3 tiers of credential quality: required by law, industry mandated, employer preferred
 - Credentialing organization must meet explicit requirements

KANSAS



- Three tiers
 - Tier 1: credentials and licenses mandated by law or regulation in the state
 - Tier 2: credentials required by at least 2 companies or organizations in a specific industry
 - Tier 3: “nice-to-have” credentials that have value in the labor market but are not essential to begin an entry-level job

Prerequisite to Enter the Kansas Industry Credential Recognition Program



Documented Competency Alignment with a Designated Kansas Career/Technical Education Program



Credentials **Required** by Law/
Regulation



Documentation of legal required
recognition

No additional submission



Employer/Industry Mandated
Required



Documentation of mandated
requirements

2 or more companies/organizations
required

If **accredited*** — requires
verification, but no application
submission

If **not accredited** — must submit
the application** for quality for
mandated certification programs



May be Rewarded by Employer
OR
Preferred by Employer
Not Required



Must submit documentation of
industry use and market value

If **accredited*** — requires
verification, but no application
submission

If **not accredited** — must submit a
full application** for quality

LOUISIANA



- Workforce Investment Council defines Industry-Based Certification and identified the purpose of IBC
- Created an IBC Council
 - Maintains state focus list
 - Connects DOE to WIC
 - Jump Start program (requires all students to have an IBC in order to graduate high school)

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“The IBC Council compiled a list of approved, recognized industry-based certifications. The purpose of the IBC "focus list" is to provide guidance – to training programs and other stakeholders in the workforce development system, as well as to students – as to occupational areas that are important to Louisiana and in which certifications are recognized by Louisiana businesses.”

LOUISIANA



- Workforce Investment Council centralizes approval process; allows regions to request/propose additional certifications as identified by local companies.
- Defines the criteria needed in order to be considered

LOUISIANA - CRITERIA



- Must fit the definition of an Industry-Based Certification
- Must provide opportunities for entry-level employment in [in demand, high skill, high wage] occupations Documentation detailing demand and wages for occupations must be submitted with the application.
- Must have state, national, or international recognition.
- Must have the support of at least three (3) Louisiana employers recognizing the credential. Letters of support on company letterhead must accompany the application.
- Must be generic, not vendor-specific, except in special cases as determined by the IBC Council.

LOUISIANA - PROCESS



- Requesting entity submits completed application and all supporting documentation to the Director of the Louisiana Workforce Investment Council.
- Staff (LDOE, LCTCS, LED, or LWC) will provide requested information to the IBC Council.
- Upon completion of review of information provided by Staff, the IBC Council will determine if there is substantial evidence for the inclusion of a new IBC.
- Should the IBC Council determine substantial evidence for the inclusion of a new IBC, the submitting entity and employers supporting the request will be required to present the IBC application, answer additional questions or provide additional information.
- Upon approval by the IBC Council, the application will be placed on the next Workforce Investment Council (WIC) meeting agenda for review and final approval.

LOUISIANA - PROCESS



- Once certification is approved by the WIC, it will be sent to the Education Providers as an action item to be added to LDOE's IBC matrix.

Updated information about the approved IBC and its link to a high-wage, in-demand career must be submitted to the Director of the Louisiana Workforce Investment Council every two years for review and determination of whether the IBC remains on the State Focus list.

LOUISIANA RESOURCES



<https://www.louisianabelieves.com/docs/default-source/jumpstart/louisiana's-jump-start-program.pdf?sfvrsn=2>

<http://www.louisianabelieves.com/resources/library/jump-start-fact-sheets>

<http://www.laworks.net/PublicRelations/WICIndustryBasedCertification.asp>